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ABSTRACT

The Truckee Meadows Community College curriculum development project was designed to enhance the success of underprepared college students aspiring to succeed in the college's occupational and general educational programs. Initial plans called for (1) the development of individualized learning and basic skills modules; (2) creation of an open-entry, open-exit, individualized, self-paced, mastery level, for-credit program in basic and learning skills; and (3) development of a contractual competency based curriculum with objectives and units small enough for the underprepared student to manage. A professional staff member was employed to develop the curriculum, and that staff person and another staff member attended the Institute for Directors and Staff of College Learning Centers at the University of California at Berkeley, in June, 1981. As a result of attending this conference, it was decided to gather information on available curriculum packages, rather than to develop new modules; and to develop handouts for students, survey faculty, and implement a pilot project in the fall semester of 1981. Consequently, the staff member concentrated on acquiring material most appropriate for the anticipated learning center student population, developing handouts for interested students, and designing procedures and policies for the opening of a Learning Assistance and Study Skills Center. The Learning Center opened on a limited basis in September, 1981, and is providing a positive new service to the underprepared learner at the college. (Handout materials on note taking, preparing for college courses, test taking, and reading and studying are included in the report.) (KC)

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FINAL REPORT

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INDIVIDUALIZED LEARNING SKILLS CURRICULUM DEVELOPMENT

A Vocational Education Exemplary Program

Project Number: 81-2686-9125(E)

Office of Community and Student Services
Truckee Meadows Community College
7000 El Rancho Drive
Sparks, Nevada

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TABLE OF CONTENTS

	Page
Executive Summary	1
Personnel and Participants	1
Procedures and Methodology	2
Achievement of Objectives	3
Results and Outcome of Project	4
Products Resulting from Project	5
Conclusions and Recommendations	5
Evaluation Results	6
Dissemination Plan	6
References and Resource Materials	7
Appendix A	8
Appendix B	16
Appendix C	18
Appendix D	21

INTRODUCTION

Executive Summary

The Truckee Meadows Community College "Individualized Learning Skills Curriculum Development" project was designed to enhance the success of underprepared college students aspiring to succeed in the college's occupational and general educational programs. The methodology employed to reach this goal was to: develop individualized learning and basic skills modules; create an open-entry, open-exit, individualized, self-paced, mastery level, for credit program in basic and learning skills; and develop a contractual competency based curriculum with objectives and units small enough for the underprepared student to manage.

The process in which these objectives were to be achieved was to employ a professional staff member to develop the proposed curriculum, consult with a Learning Assistance Center Curriculum Specialist, visit successful learning centers in Northern California community colleges, develop modules, and implement the modules in a new learning center.

Although initial plans for the project were changed, the results of the project's activities were very positive. The Project Coordinator employed a member of the Student Services part-time faculty to develop curriculum. In June a member of the Special Services staff and the Learning Skills Curriculum Development Specialist attended the Fifth Annual Institute for Directors and Staff of College Learning Centers at the University of California at Berkeley. It was decided to attend this week long activity as opposed to bringing in a single consultant and visiting a few successful centers. The report of this meeting can be found in Appendix A.

As a result of attending the Learning Center Institute it was decided that energy would be best spent gathering information on available curriculum packages, developing handouts for students, surveying faculty and implementing a pilot project in the fall semester of 1981.

The consequences of these changes in project design were very positive. A list of learning and basic skills modules found to be appropriate and consequently purchased can be found on page 4 of this report. The Project Coordinator, based on the recommendation of the Learning Skills Curriculum Specialist, decided that new learning skills modules were not necessary when already developed and tested materials could be purchased. Consequently, the Curriculum Specialist then concentrated on acquiring material most appropriate for the anticipated learning center student population, developing handouts for interested students and designing procedures and policies for the opening of a Learning Assistance and Study Skills Center. The Learning Center did open its doors on a limited basis in September, 1981. The discussion of the results of the first semester can be located in the Results and Outcomes section of this report.

In sum, the project resulted in a positive new service to the underprepared learner at Truckee Meadows Community College.

Personnel and Participants

The Project Coordinator was Dr. Ed Gould, Director of Counseling, Testing and Special Services. Resume can be found in Appendix B of the original grant request.

The Learning and Study Skills Curriculum Development Specialist was Ms. Susan Starkey. Susan's resume can be found in Appendix B of this report. Susan was chosen from the Student Services part-time staff. She served in the capacity of Tutor Coordinator during the spring semester of 1981 and since the end of the summer contract has been employed as the part-time Coordinator of the Learning and Study Skills Center. Ms. Starkey is employed as a teacher at the Washoe County School District's alternative high school, Washoe High.

It was not the intent of this proposal to serve a student population directly. However, the student population that resulted from the creation of the Learning Skills Center deserves mentioning. It suffices to say that no participant pattern exists as to the background or ability level of the students except for the fact that they were all underprepared. Learning disabled, severely limited readers (1st and 2nd grade equivalent levels), students with limited learning capacity, non-native English speakers, students lacking the basic academic and/or personal skills, and students in need of developing positive study skills in order to succeed in vocational and general education classes all participated in the Learning Assistance and Study Skills Center. This necessitated the creation of truly individualized curriculums and contracts for each participant.

Procedures and Methodology

The procedures used to implement this proposal were as follows:

May, 1981	. Coordinator visited Developmental Studies Center at Clark County Community College.
June, 1981	. Learning Skills Curriculum Development Specialist was employed. . Learning Skills Curriculum Specialist and Special Services Counselor attended Fifth Annual Institute for Directors and Staff of College Learning Centers. . Learning Skills Center plan was established.
July, 1981	. Learning Skills curriculum programs were reviewed. Appropriate materials were purchased. Study skills guides developed. Basic curricular decisions were made.
August, 1981	. Learning Assistance and Study Skills Center procedures and policies were established. Publicity was developed and part-time staff employed.
September-December, 1981	. Learning Assistance and Study Skills Center was open, referrals received. Curriculum was individualized to meet the needs of both anticipated and unanticipated student population. Cooperative agreement with Washoe High School GED preparation program was established.
November, 1981	. Decision to relocate Learning Assistance and Study Skills Center to a larger, more appropriate facility. Faculty survey conducted. Student feedback enlisted. Evaluation conducted.

Achievement of Objectives

Objective 1: To develop individualized basic skills and learning skills modules for students who need to develop, acquire, review or maintain the basic skills necessary for effective learning in the occupational and general education programs at Truckee Meadows Community College.

Achievement: Truckee Meadows Community College did not develop individualized basic skills and learning skills modules. Study skill guides were developed, however. Based on information obtained from experienced center directors at the Institute for Directors and Staff of College Learning Centers and after researching available module units, it was decided that individualized modules were already available to meet the needs of the anticipated student population and the grant. Curriculum was then designed around Study Skills, Basic Skills, and Vocabulary Skills material by Educulture, Inc., Contemporary Books, Inc., and others.

Objective 2: To develop a curriculum that will provide individualized, self-paced, open-entry/open-exit programs in basic skills and learning skills for the adult learner in each of the subject areas articulated in the narrative of the original proposal.

Achievement: This objective was achieved as described. Each participant in the Learning and Study Skills Center met with the Special Services Counselor and an individualized education plan was established in consultation with the Learning Skills Specialist. The plan included personal development, career and academic goals, and remedial and/or learning skills development. The Learning Skills Specialist designed and adjusted curriculum for each student based on a needs assessment, monitoring of student progress, and faculty observation.

Objective 3: To provide an opportunity to learn how to learn using a problem solving process through individualized mastery level programs.

Achievement: This objective was also achieved. The Learning Assistance and Study Skills Center opened in September and because of student demand has been moved to a larger facility. Students may participate in the following modules:

Preparing to Study
Reading Comprehension and Retention
Reading Speed
Reading Practice
Note-Taking Techniques
Note-Taking Application and Practice
Vocabulary Building Techniques
Memory
Applying Study Skills to Essays and Projects

Examinations
Term Papers
Using Dictionaries
Prefixes, Roots and Suffixes
Learning to Use Context Clues
Mini Grammar
Using Campus Resources

All modules are individualized with mastery level examinations for completion. This objective was also verified by the movement of students into regular college curricula.

Objective 4: To develop a curriculum that provides for clearly stated learning objectives and units small enough for the underprepared student to manage.

Achievement: Again, the college did not develop a new curriculum. However, enclosed with this report are two sample Educulture modules. These modules certainly represent the achievement of this objective.

Objective 5: To develop a competency based curriculum deliverable through the contractual learning agreement method.

Achievement: This goal was also implemented although improvements in the contracting process will continue to be made. Attached is the contractual agreement outline created by the learning skills staff.

Results and Outcome of the Project

The Learning Skills Curriculum Development Grant allowed Truckee Meadows Community College to provide a comprehensive curriculum for the diverse needs of its student population. For the first time, Truckee Meadows Community College students enrolled in regular vocational and general education have the opportunity to participate in basic and learning skills programs in an open-entry/open-exit individualized competency based program. The anticipated results of this service are increased numbers of students who successfully meet their educational, vocational and life goals.

The study skills tips produced as a result of this grant can be found in the materials included with this report. Also included in Appendix C is the preliminary results of the survey of faculty conducted by the Learning Assistance and Study Skills Center staff.

The study skills material has been invaluable to all students at Truckee Meadows Community College.

The faculty questionnaire, although only preliminary, demonstrates that the curriculum employed in the Learning Assistance and Study Skills Center is compatible with the identified needs of the full-time faculty of the college.

The final result of this project is increased hours of service and a new facility for the Learning and Study Skills Center. The center will now be open from 9:00 a.m. to 8:00 p.m. daily which will allow more students to take advantage of the center's services. In addition, the move to a room will allow for fourteen students to take advantage of the center's services at any one time. Both of these changes are a result of the positive response to the curriculum by students and faculty.

Products Resulting From the Project

Attached are:

Study Skills Guides
Contractual Agreement

These are the two products of this grant. The curriculum material published by Contemporary Books, Inc. and Educulture was found to be most relevant to the student body at Truckee Meadows Community College and the objectives of this grant (see Reference and Resource section of this report).

Conclusions and Recommendations

Conclusions:

1. Available materials and resources are appropriate for vocational and general education students who are underprepared for regular programs.

2. Short-term open-entry/open-exit basic and study skills curriculum based on a competency based, individualized, contractual learning model are wanted by students and faculty members alike.

3. Individualized curriculum programs need to be developed for each student in order to design academic skill development and personal development programs that fit the unique needs of each person.

4. Basic skills and learning skills curriculum programs can benefit the vocational programs of the college.

Recommendations:

1. It would be appropriate for the college to develop an assessment program that would assist in early identification of students who may experience failure due to underdeveloped basic and learning skills.

2. Truckee Meadows Community College should explore the possibility of serving the learning disabled and limited capacity students of the college. Resources to compensate for learning disabilities and/or curriculum modification to allow limited capacity students to develop basic vocational skills should be researched and addressed in the long range plans of the college.

3. Truckee Meadows Community College should review the concept of a readiness program for underprepared students before enrolling them in regular vocational and general education. This could possibly result in more students succeeding at the college.

4. Follow-up research should be conducted to see what impact the Learning and Study Skills Center program has on the retention and success rates of students.

Evaluation Results

1. The report by Susan Starkey attached addresses the evaluation of attendance at the Fifth Annual Institute for Directors and Staff of College Learning Centers. The information obtained at this institute was extremely influential on the staff of this project.

2. The modules from Educulture and other resources were reviewed and determined appropriate by the Director of Counseling, Testing and Special Services.

3. Monitoring of student progress continues.

4. This grant was instrumental in initiating a positive student service at Truckee Meadows Community College.

Dissemination Plan

1. This report represents a record of project results.

2. Programs for the target population have been developed and implemented as discussed previously in this report.

3. A workshop entitled "Study Skills on a Shoestring" was presented at the Nevada Personnel and Guidance Association. Credit was given to the grantor in this presentation and the Learning and Study Skills Center concept and programs were discussed.

4. An article will be written for the grantor's statewide publication, Nevada Vocational Education - Research Report.

References and Resource Material

Contemporary Books, Inc. Building Basic Skills Series. Chicago: Contemporary Books, Inc., 1981.

Cross, K.P. Accent on Learning: Improving Instruction and Reshaping the Curriculum. San Francisco: Jossey-Bass, 1976.

Cross, K.P. Beyond the Open Door: New Students to Higher Education. San Francisco: Jossey-Bass, 1971.

Educulture Publishers. Interactive Learning Systems: Mini Courses Series. Dubuque, Iowa: Educulture Publishers, 1978.

Maxwell, Martha. Improving Student Learning Skills. San Francisco: Jossey-Bass, 1979.

Roueche, John E., ed. New Directions for Higher Education: Increasing Basic Skills by Developmental Studies. San Francisco: Jossey-Bass, 1977.

Roueche, John E. and John C. Pitman. A Modest Proposal: Students Can Learn. San Francisco: Jossey-Bass, 1973.

Roueche, John E. and Jerry J. Snow. Overcoming Learning Problems. San Francisco: Jossey-Bass, 1977.

Walsh, Patricia Ann, ed. New Directions for Community Colleges: Serving New Populations. San Francisco: Jossey-Bass, 1979.

APPENDIX A

SUMMARY REPORT:

INSTITUTE FOR DIRECTORS AND STAFF OF COLLEGE LEARNING CENTERS

Summary of the

INSTITUTE FOR DIRECTORS AND STAFF OF COLLEGE LEARNING CENTERS

U.C. Berkeley, June 1981

by

Susan Starkey

In April of this year, Dr. Ed Gould, Director of Counseling, Testing and Special Services, submitted a grant proposal for a project to develop an individualized basic skills and study skills curriculum for Truckee Meadows Community College. The purpose of this curriculum is to fill in the gaps in the education of students at TMCC. There are currently developmental classes for those students "who may only be slightly below the thirteenth grade equivalent level, and who only need to fill a deficit left from earlier learning experiences."[1] In addition, there are non-credit Adult Basic Education and English as a Second Language classes for those below fifth grade level. The purpose of the proposed Learning Assistance & Referral Center at TMCC is to serve the students who fall between these two groups. As Dr. Gould stated in the proposal, the focus of the LARC is on the retention of the underprepared students, those least likely to succeed.

During the Spring 1981 semester, the Special Services department at TMCC created and administered a small tutorial program, open to any student taking 6 credits or more. This service consisted of one drop-in tutor available between 10:00 a.m. and 8:00 p.m., and 39 on-call tutors in various subjects. Both the tutor coordinators and tutors found that:

. In general, students requesting assistance in content areas also needed instruction in study skills, reading and writing.

. Because of a deficiency in these skills, the students were falling behind, and needed more assistance and practice in the skills than their courses provided.

. The students did not have time, nor did they feel the need, for a comprehensive semester-long course in these areas.

. The students were more motivated to learn when they could see a direct application of material to their courses or occupational goals.

Dr. Gould determined that what was needed was a Learning Assistance & Referral Center which would:

. provide individualized basic skills and learning skills modules on specific skills, monitored by a learning skills specialist or trained tutor.

. provide tutors trained in content areas, teaching techniques and communication processes.

. be self-paced, open entry/open exit to provide flexibility for those students trying to balance their course work with families and jobs.

. supplement, not replace, existing courses.

In order to achieve the goals which were described in the grant, I attended the Fifth Annual Institute for Directors and Staff of College Learning Centers, held at the University of California, Berkeley, June 21-26, 1981. Presenting at the conference were over 25 professional educators in the field of developmental education and learning skills, speaking to approximately 100 participants from across the United States. Topics ranged from the newest learning technology to coping with math anxiety, though most presentations fell into one of three categories: administration of learning centers, instruction in basic skills and learning skills, and administration and training of tutors. The director of the institute was Martha Maxwell, education consultant and author of the textbook of the institute, Improving Student Learning Skills (Jossey-Bass, 1980).

Although a learning assistance center can take many forms on different campuses, there was a general consensus among presenters and participants that

the purpose of any learning assistance center is to learn more in less time with greater ease and confidence.[2] Learning assistance differs from content instruction in its emphasis, not on facts and information, but rather on the learning process and on the skills and attitudes of the individual learner.

The first session that I attended, "Starting a Learning Center from Scratch," presented by Susan Schiller, Director of the University of Pittsburgh Learning Center, set up a checklist for starting a learning center, itemizing such elements as:

. identifying resources
. establishing a philosophy and goals
. offering a variety of services
. establishing credibility by effective public relations
. interacting with other campus services
. using evaluation for improvement, funding, and expansion.

Each of these topics was taken up individually in more detail, with frequent input from participants on the structure and effectiveness of the programs offered in their institutions. Carol Bogue, Director of the Learning Assistance Center at San Jose City College, identified what she considered the most important aspects of a LAC:

. a learning environment controlled and managed with individuals in mind.
. instructional events presented more often by materials than teachers.
. teachers to provide personalized assistance and monitor progress.
. opportunities for variations among learners in terms of: what to learn, how to learn, materials to use, and pace to follow.

This last item received much attention during the institute. I attended other sessions on creating instructional modules on study skills, motivating students to use self-paced materials, tutor training programs, individualizing reading and writing instruction, and working with faculty to improve learning skills.

One of the institute sessions included a tour of the Learning Assistance Center at U.C. Berkeley, located in an easily accessible, but extremely run down, barrack on campus. This center is funded through student fees and the EOP/Affirmative Action program, and is open to any student. The mission of the center is "to help students become more independent, self-confident, and efficient learners so that they will be better prepared to meet the academic standards of the university as well as achieve their own educational and personal goals."[3]

The center consists of rooms for individualized and group reading and writing labs, tutoring in the sciences and math, and counseling. Textbooks, reference books, handout sheets, and AV materials are shelved along the walls. Group workshops are offered weekly on learning and study techniques, reading and vocabulary skills, and an extremely popular speed reading course is held several times during the quarter. Tutoring and study groups are offered in 15 different areas. Over 5,000 students voluntarily spent close to 50,000 hours in individual and group programs during the 1979-80 year.

Participants received detailed information on two other exemplary programs: the Learning Assistance Center at Long Beach State University in California, and the PASS program at Leeward Community College in Hawaii.

The Long Beach learning center is under the direction of Frank Christ, originator of the MBO system - Management by Objectives. This system is a complex yet efficient "synthesis of existing information, personnel, time, methodologies and equipment to determine current interrelationships."[4] Located in the university library, the center takes full advantage of all technological resources currently available to assist in what Christ insists is a "people-oriented" system.

Somewhat in contrast to the corporate model learning center is the PASS

program in Hawaii. This program, designed for the high risk developmental community college student, stresses a wholistic approach to student problems, and deals with the affective processes as well as cognitive. Approximately 100 students a semester are enrolled into a self-contained unit of four classes: Basic Reading, Basic Writing, Basic Arithmetic and Self Development. According to Jack Pond, director of the program, the PASS classes are taught by a team of instructors "who attempt to create a friendly caring atmosphere in the classrooms, become involved in the learning process of each of their students, and integrate their teaching efforts across subject matter whenever possible."[5]

One of the more unique features of this program is the concept of 'ohana, or family. Each student becomes part of an 'ohana, which becomes a group of supportive, caring individuals to relate to. The students are introduced to their 'ohana during an extensive orientation emphasizing group process activities and socialization. During the three years this program has been in operation, data on retention rates, completion and re-enrollment has been kept. PASS has retained an average of 90% of its students to the end of the semester. An average of 75% receive a grade point average of 2.0 or better in the courses. And 80% re-enroll in regular community college courses in the semester following PASS.

Perhaps the most valuable sessions I attended during the week were the daily focus group meetings. I chose to attend the focus group for two-year open entry colleges, moderated by W. Royce Adams, Professor of Reading at Santa Barbara City College. During these sessions participants from other community colleges shared experiences and insights on the different models of learning assistance centers. Because the learning center at TMCC is only at the conceptual stage, I felt that I had not much to offer the group, but much

to gain. And I was not disappointed. Some of my conclusions:

. It is essential for every college to provide a learning assistance center for those students who are underprepared or lacking basic skills.

. Students need to learn study skills, such as reading textbooks, taking notes, time management, test taking, etc., which are not traditionally provided in classroom instruction.

. Students are motivated to learn when the skills they need are presented in an individualized, structured, sequential program.

. Students need not only well-structured materials, but an environment that encourages independence, efficiency and success.

. Students need the individual attention and guidance of people (tutors and instructors) who care about their learning.

. Tutors and instructors need to be trained in learning processes and communication skills as well as content areas.

If TMCC is to institute a Learning Assistance and Referral Center, there are several steps that need to be done. First, a needs assessment questionnaire should be distributed to faculty and students to determine where the priorities are. This can also serve as effective public relations for the center. Second, individual modules, handouts, and other learning materials need to be developed or purchased which will address the stated needs. Finally, a staff and tutor training program should be set up to instruct in learning processes, basic reading, writing and computational skills, study skills, and teaching and communication skills. Correlated with these steps should be ongoing evaluation procedures to assess strengths and weaknesses of the program.

Many of these steps have been initiated already. However, there is more to be done. The information from the Berkeley institute will be invaluable towards the achievement of the goals of the grant.

REFERENCES

1. Individualized Learning Skills Curriculum Development: grant submitted by Dr. Ed Gould, April, 1981.

2. "Systems for Learning Assistance: Learners, Learning Facilitators, and Learning Centers," reprinted from the Fourth Annual Proceedings of the Western College Reading Association, Volume IV; edited by Frank L. Christ. Los Angeles: WCRA, 1971.

3. "University of California Berkeley Learning To Learn," brochure of the Student Learning Center & Educational Opportunity/Affirmative Action Program.

4. Frank Christ, 1971.

5. "The PASS Program: A Hawaiian Approach to Learning," Presentation by Jack Pond, Leeward Community College, Pearl City, Hawaii, at the Fifth Annual Institute for Directors and Staff of College Learning Centers, Berkeley, California, June, 1981.

APPENDIX B

RESUME

LEARNING AND STUDY SKILLS
CURRICULUM DEVELOPMENT SPECIALIST

SUSAN STARKEY
1928 G Street
Sparks, Nevada 89431
(702) 331-6486

TEACHING INTEREST

English and American literature. Strength in writing and composition at all levels. Particularly successful with remedial and ESL students. Excellent working background in journalism, media and business English.

RELATED EXPERIENCE

Coordinator, Learning and Study Skills Center: Truckee Meadows Community College, Reno, Nevada. 1/81 to present.

Organized and directed a learning center with three components: a basic skills program for remediation in reading and writing; a self-paced, individualized course in college study skills; and a tutorial program employing up to 30 tutors serving 100 Special Services students.

Writing Resource Teacher: Washoe High School, Reno, Nevada. 6/81 to present.

Developed and coordinated a competency-based writing program for 400 students in 25 learning centers. Provided monthly inservice in writing for 25 teachers.

Teacher: Accelerated Learning Center, Washoe High School, Reno, Nevada. 8/79 to present.

Taught individualized and small group programs emphasizing integration of English, social studies, science and math. Advisor, student publications.

OTHER EXPERIENCE

Administrative Assistant: San Francisco Unified School District, California. 1/78-8/78. Liaison between community and district administration.

Staff Assistant: KQED-TV, San Francisco, California. 7/77-1/78. Prepared grant proposals for new educational television programs.

Editorial Assistant: McGraw-Hill Publications, San Francisco, California. 11/75 to 7/77. Wrote and researched articles for business and technical publications.

EDUCATION

Single Subject Teaching Credentials in English, History: San Francisco State University, 1979.

B.A. English/History: University of California, Santa Barbara, 1975.

APPENDIX C

FACULTY QUESTIONNAIRE

Truckee Meadows Community College

ASTM Tutorial Services

FACULTY QUESTIONNAIRE

1. Please list the courses you will teach next semester Chemistry; Accounting; Business; Biology; Nursing Care; Management; Leadership-Human Relations; Data Processing

2. Do your students seem to be deficient in the reading skills they need for your courses? Yes 4 No 2 Sometimes 1

3. If yes, please describe briefly the reading difficulties your students have (such as, vocabulary, reading speed, comprehension, etc.).

Comprehension (logic and detail); comprehension and retention; vocabulary (2); speed (3)

4. What kinds of writing do you assign in your classes?

____ research paper

3 reports (lab, shop, science, etc.)

1 essays

2 essay exams

____ other (please specify) programs for DP - 1; brief answers - 1; essay questions -

5. Please describe any difficulties students seem to have with writing assignments.

citing properly - 1; paraphrasing - 1; organizing ideas briefly - 1; some cannot write - 1; spelling - 1; sentence structure - 2; vocabulary - 1

6. Do students seem to lack any of the following math skills in your classes? If so, please check which ones.

4 basic arithmetic

2 fractions, decimals, percents

1 algebra

____ geometry

2 metric system

____ elementary statistics

____ other (please specify) beginning algebra - 1; conversion - 1

7. Which of the following study skills do you feel are essential for a student to succeed in your class?

__5__ note taking

__6__ reading/studying textbooks

__1__ writing essay answers

__5__ answering objective questions

__2__ understanding the course syllabus

__2__ writing papers and reports

__4__ scheduling time - students have families, work, etc.

____ other (please specify) effective use of time - 1; answering problem questions - 1

8. If trained student tutors were available to help students in your subject area, which of your courses do you feel would benefit the most? All - 1; Chem. 101 and 142 - 1; management - 1; DP 133, 165, 201; Accounting 151, 152; A & P; Biology

9. Would you be willing to recommend advanced students from these courses to serve as tutors in these subject areas? Yes __6__ No ____

10. Would you be willing to refer students in your class to the Learning Assistance and Study Skills Center for possible tutoring services? Yes __6__ No ____

11. Would you be willing to consult briefly with tutors in your subject area if they needed more information about your course requirements? Yes __6__ No ____

We wish to thank you very much for taking the time to answer this questionnaire for us. It is extremely important for us to structure the tutoring program so that we can provide the most assistance to the instructors at TMCC.

If you have any suggestions or comments concerning the services provided in our tutorial program, we would appreciate your taking the time to let us know now while we are in the process of planning for next semester.

Announcement of availability of tutors - 1

APPENDIX D

STUDENT PLAN/CONTRACTUAL AGREEMENT

TRUCKEE MEADOWS COMMUNITY COLLEGE

Learning and Study Skills Center

STUDENT PLAN

Name_____ Date_____

Major_____ # of Credits This Semester_____

Credit_____ Community Services _____ Special Services _____

Reason for Referral:

Summary of Tests:

Learning Center Program:

_____Study Skills Modules ____Grammar Modules

____ Vocabulary Modules ____Math Modules

____ Other (please specify below)

I agree to work for _____ hours per week at _____.
day/time

I understand that three unexplained absences will result in my being dropped from the program.

_____ _____
Student Instructor

Evaluation:

PREPARING FOR TAKING COLLEGE COURSES

COUNSELING CENTER

truckee meadows community college
7000 El Rancho Drive
Sparks, NV 89431

MOTIVATION

Motivation has a strong influence on how well you do your job. A student often develops a "slave mentality." That is he/she sees himself performing tasks which are required by his/her teachers but which are utterly meaningless to him/her. With this approach, everything the student can avoid doing represents a triumph.

In contrast, the student who sees how his/her schoolwork fits into his/her plans for himself becomes a willing worker. It is quite true that "you can do anything you want to do" because the wanting makes the necessary work easy.

Determination to work does not mean the same as motivation. "Will power" will not work over a lengthy period of time. You can force yourself on occasion, but there are definite limits to the success of such an approach.

How to Gain Motivation

Step 1. Decide what you're trying to do in college. (You may need a counselor or other advisor to help with this, but that's why they're there.) (What classes are required. Equally important, what classes aren't required. How long will it take you? How much will it cost?) With this information you can see the end of the tunnel. You can see yourself progressing, and you can avoid a lot of "wheel spinning."

Step 2. Make college your job. Don't let the business of earning a living and leading a social life interfere with your central task of getting through school. If something must be neglected (and good planning can usually avoid this), then neglect something other than school.

a. A real student owns his/her own books, has a suitable place to work, and keeps his/her materials conveniently available.

b. Most distractions come from within you. If you have trouble concentrating, try to see what's bothering you and take steps to eliminate it. Most problems yield to direct action, but you must do the acting.

Step 3. Set short-range goals

a. Analyze your study task. What do you want to achieve? How can it best be done?

b. Set a definite time limit. You can get as much done in one hour as in six if you know you must. Work expands to fit the time available.

c. Evaluate your success or failure. You learn best from making mistakes, provided you recognize that they are mistakes.

PLANNING: TIME SCHEDULE

WHY MAKE A TIME SCHEDULE?

A time schedule is a means of helping you evaluate how you are using your time and assist you in making more effective use of it in accomplishing your long-range goals.

HOW TO MAKE A TIME SCHEDULE

1. Fill in all times that are relatively fixed such as eating, sleeping, outside work, and class hours.

2. Plan for daily recreation, and get sufficient sleep each night.

3. Plan to spend two hours outside of class for each hour in class, although this will very between classes.

4. Study right after a class if it is a lecture session; study before class if it is a recitation session.

5. For memorization of drill it is better to have several short periods of 10-20 minutes than a sustained period of time.

6. List study time and the specific course to be studied.

7. Leave block of time for project work or large assignments.

CONSIDERATIONS IN SCHEDULE PLANNING

1. Are your classes scheduled at reasonable intervals? Have you allowed for breaks in the day?

2. Have you provided time for short reviews soon after classes? At the end of each week?

3. Have you been realistic in assuming extra-curricular activities? Have you allowed time for an outside job, if applicable?

4. Have you carefully considered the special characteristics of study time needed for each of your classes? Have you allowed extra time for subjects that are especially hard for you?

5. Does your plan permit occasional extra loads of work to be accommodated without disruption of your entire schedule?

6. Have you allowed yourself realistic amounts of time for sleep, chores, meals, and recreation?

STUDENT PLANNING WORKSHEET

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00 to 8:50						
9:00 to 9:50						
10:00 to 10:50						
11:00 to 11:50						
12:00 to 12:50						
1:00 to 1:50						
2:00 to 2:50						
3:00 to 3:50						
4:00 to 4:50						
5:00 to 5:50						
6:00 to 6:50						
7:00 to 10:00						

Watch for time conflicts between different classes.

THE STUDENT AND THE INSTRUCTOR

Since the teacher is the one who selects your course textbook and other readings, writes the lectures, makes up the examinations, and gives the grades, common sense dictates that the student study his/her teacher as well as his/her assignments and lectures. What does he/she like and dislike? Does he/she have political, economic, social, or other views that affect the emphasis and content of his/her examinations and the way he/she grades? Does the instructor really want students to be original; really tolerant of other viewpoints? What books and articles has he/she written? What speeches has he/she given recently? What offices does he/she hold in professional organizations?

This is not subservience. It is simply realism. You always try to "put on a good face" for someone whose opinion is important to you, be it friend, lover, or employer. Why not teacher? Surprisingly, some students seem to deliberately go the other way, doing everything possible to antagonize their instructor. This is bad news.

A more sensible approach pays off. It produces results in terms of examination scores and course grades. It also increases learning, since it tends to make the student more responsive to what is being taught. The better a student "reads" his/her instructor, the better he/she can understand what the instructor is trying to teach. And it is the student's business to learn what the teacher is teaching. To do otherwise is to miss the whole point of attending class. This is not to say that the student can't go beyond course content as the teacher sees it, but the first step--understanding what the instructor has decided is essential--must come first.

How does one learn about a teacher? The school catalog or some other publication will list his/her university study and degrees. The best source of information is the teacher himself/herself. Listen to what he/she says in class or during a conference. You will find him/her giving you many hints about what he/she thinks is unimportant or important, wise or foolish. The number of times he/she repeats something provides a rough gauge of how important he/she considers it to be. Study body language. If the instructor walks away from the podium, uses gestures, emphasizes the lecture, you know he/she considers those points important. Keep that in mind at exam time. It isn't unreasonable, when a teacher states an opinion or preference, to jot it in your notes--and use the information subtly to your later advantage.

Students who have already taken a teacher's course can probably add to your stock of information. Beware, however, of accepting their judgment over your own. Many a teacher who has been built into an ogre turns out to be inspiring to certain members of his/her class. Chemistry is a subtle thing, not easily explained. When a fellow student tells you a teacher is great, try to determine what being "great" involves. Some "good guys" earn their student's affection at the expense of their education, and teachers who "pile it on" are not necessarily your enemies!

LEARNING BY LISTENING

You can learn a lot through listening. In college, it will be a prime source of information. Unfortunately, people do not instinctively listen well. Quite the reverse! Listening is a skill which must be developed.

If you apply the following suggestions, you will find yourself listening more effectively both in class and out.

1. Determine why/what the speaker is saying is important to you. We only do well those things which we want to do well. If you don't have an immediate, vivid reason for listening to a speaker, you are an unmotivated listener. That's the worst kind.

2. Remember: The responsibility for interest and understanding lie with you, not with the speaker. Learning is up to the learner. If you simply want to sit passively and blame the speaker for your lack of success, then you're not a serious learner. You should admit this to yourself, and get busy with other things.

3. If you can't hear, arrange things so you can. Move away from sources of noise--human or mechanical. Sit where you can see the speaker easily, and where other distractions are at a minimum.

4. Listen to what the speaker is saying. Don't tune him or her out because you don't like something about his or her message. The people whose ideas disagree with our own are the very people we should listen to with the greatest care. Be sure you understand something before you reject it.

5. Look for the speaker's pattern of organization. In a lecture, a speaker is generally referring to notes or some other source of information. You can understand much better if you are able to see what he or she is driving at and how he or she is getting ther.

6. Look for the main idea or ideas of the presentation. Facts are important only as they support the speaker's points.

7. Don't let your mind wander. Your brain moves far more rapidly than the swiftest mouth, and the temptation to stray away is tempting. Your attention span can be increased, however, through deliberate effort. Continue to practice the habit of attention, and don't be discouraged by early failures.

8. Take notes while you listen. Even if you recognize everything being said, jot it down, because you won't remember it later unless you do.

EFFECTIVE NOTE TAKING

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EFFECTIVE NOTE-MAKING

1. Notemaking is essential in school:
    - --For lectures, which are a highly condensed method of passing on information
    - --For reading, because what you don't write down, you don't remember.

2. Notemaking is a skill
    - --Most people feel deficient
    - --It can be learned
        - --This takes understanding of what you're doing
        - --It takes practice, which involves effort.

3. Notemaking is difficult because:
    - --Spoken language is more diffuse than written
    - --Speaker's organization is not immediately apparent
    - --Immediate feedback seldom occurs
    - --Spoken language is quickly gone
        - --This makes analysis difficult.

4. Five purposes for notemaking:
    - --Provides a written record for review
    - --Provides a definite, limited learning task
    - --Forces the listener to pay attention
    - --Requires organization, which involves active effort on the part of the listener
    - --Listener must condense and rephrase, which aids understanding.

5. Sequence
    - --You must listen
        - --This is another skill area where most people need help
    - --You must evaluate what is being said
        - --Some material is irrelevant to your purpose
        - --Some material is relevant
            - --Of this material, some points are of greater importance
    - --You must record the information
    - --You must make use of it.

6. Physical factors
    - --Seating
        - --Near the front and center
            - --Vision is better
            - --Hearing is better
        - --Avoid distractions
            - --Doorways, windows, glare, etc.
            - --Peers
    - --Materials
        - --Looseleaf notebook which will lie flat
            - --Organization and additions made easier
        - --Two pens
            - --Ink easier to read
            - --You have a reserve for emergency
        - --Wide-lined, easy-eye paper
        - --Course, date, and topic clearly labeled
            - --May use dividers
        - --Plenty of blank paper in back.

EFFECTIVE NOTE-MAKING

7. Before taking notes:
    --Prepare yourself mentally
        --Be sure of your purpose and the speaker's purpose
            --They may not be the same
    --Review your notes and other background material
    --Review your reading assignment
        --Reading should be done before class
    --Think through what has happened in the class to date
    --Generate enthusiasm and interest
        --Increased knowledge results in increased interest
        --A clear sense of purpose on your part will make the course content more relevant
        --Acting as if you are interested can help
        --Don't let the personality or mannerisms of a speaker put you off
            --What, not how, is important
    --Be ready to understand and remember
    --Anticipate what is to come, and evaluate how well you were able to do this
        --We learn from failure.

8. Decide how much you are going to do
    --Are notes necessary for that class?
        --Don't be lulled into a sense of security by an effective presentation
        --Hearing a thing once is not enough. Memory requires:
            --Review
            --Reflective study.

9. Practice TCLR technique
    --Tune-in
        --Listening takes energy
    --Look at the speaker
        --His expression and mannerisms will give extra clues
        --Looking helps focus attention
    --Question
        --Nothing will generate interest so much as an appropriate question
    --Listen
        --Be selective. Some things are more important than others
        --Be alert for speaker emphasis through:
            --Tone or gesture
            --Repetition
            --Use of cue words such as: remember, most important, etc.
            --Illustration on board
            --Reference to text
        --Note especially new words and ideas
        --Note especially those ideas which conflict with your own picture of the world
            --"Odd" ideas are difficult to understand initially and require extra effort
            --You remember things which support your existing concepts, and forget those things which disagree.

--Review
--Glance back over material from time to time to see if a pattern is emerging, if consistency is being maintained, etc.
--If possible, clarify points during or after the lecture
--Give the speaker a reasonable chance to make his point clear
--Avoid sidetracking the speaker. You are the loser when this occurs.

10. While taking notes
--Don't try for a verbatim transcript
--Get all of the main ideas
--Record some details, illustrations, implications, etc.
--Paraphrase
--But remember that the speaker may serve as a model
--Integrate with other knowledge you already have
--But don't allow preconceived notions to distort what you are hearing
--Use form to indicate relative importance of items
--Underscore or star major points
--Leave plenty of white space for later additions
--Note speaker's organization of material
--Organization aids memory
--Organization indicates gaps when they occur
--Be accurate
--Listen carefully to what is being said
--Pay attention to qualifying words like: sometimes, usually, rarely, etc.
--Notice signals that a change of direction is coming: but, however, on the other hand
--Be an aggressive, not a passive listener
--Ask questions and discuss if it's permitted
--If not, jot questions in your notes
--Seek out meanings. Look for implications beyond what is being said
--Relate the material to your other classes and your life outside of school
Develop a suitable system of mechanics
--Jot down words or phrases, not entire sentences
--Develop some system of shorthand and be consistent in its use
--Hr s sntnc wth vwls lft t
--Leave out small service words
--Use contractions and abbreviations
--Use symbols: +, =, &, @
--Try to get the hang of listening and writing at the same time. It can be done
--You may practice listening to the news on TV and taking notes.

11. After taking notes:
--Review and rework them as soon after class as possible
--You should consider this in scheduling your classes
--Don't just recopy or type without thought
--"Reminiscence" may provide forgotten material later
--Rewrite incomplete or skimpy parts in greater detail
--Fill in gaps as you remember point heard but not recorded

EFFECTIVE NOTE-MAKING

--Arrange with another student to compare notes
--Find answers to any questions remaining unanswered
--Write a brief summary of the class session
--Formulate several generalized test questions based on the material
--Use your notes as a learning tool
--Review at spaced intervals
--Spaced effort is more effective than the same effort spent cramming
--We forget 50% of what we hear immediately; two months later, another 25% is gone. But relearning is rapid if regular review is used
--Compare the information in your notes with your own experience
--Don't swallow everything uncritically
--Don't reject what seems strange or incorrect. Check it out. Be willing to hold some seeming inconsistencies in your mind over a period of time
--Make meaningful associations
--Memorize that which must be memorized
--Sharpen your notetaking technique by looking at other students' notes. How are they better than your own? How are your notes superior?
--Practice those skills you wish to develop.

* TEST TAKING *

COUNSELING CENTER

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TEST TAKING

General Principles

1. Glance over the whole test first to see how long it is and to note whether some parts count more than others. Make a tentative plan for distributing your time over the various parts of the test or over each question.

2. Work the easy items first before attempting the hard ones.

   a. Where each question counts the same as any other, it's common sense to complete simple items leaving out a few hard ones rather than completing a few hard ones and omitting many easy ones.

   b. This assures you'll get to the most possible and that you'll get credit for what you know.

   c. Later questions may remind you of the answers to some of the hard ones.

3. If there is no numerical penalty for guessing, guess! You could be right. But if the test directions state "Do not guess," then don't guess.

Essay Examinations

1. Don't beat around the bush. Answer the question directly.

   a. Read the directions carefully. If it says "describe," "list," or "outline," do exactly what is asked for.

   b. Avoid prose style unless it is called for. Try to say the most possible in the least time.

2. Organize your answer.

   a. Before answering the question, set up quickly on a separate sheet of paper a list of reminders of points you intend to include.

   b. Instructors tend to up-grade well organized papers and down-grade those that wander and jump around the subject.

3. Be brief but complete.

   a. Include examples and applications to show that you understand the concept.

   b. Use appropriate technical terms when you can. Avoid lay terms when the technical ones fit exactly. Try to be sure these terms are spelled correctly.

   c. Avoid padding. It is easily detected.

4. Keep the points of view of your instructor and the texts in mind when answering your question. However, if you can add a correct independent example from your own experience or observation, or introduce an appropriate comment or criticism which shows thoughtful active study, these additions may make your exam answer outstanding.

5. Write plainly. Proofread your answers at the end of the test. Experiments indicate that legible papers which contain the same content as illegible ones averaged a letter grade higher.

True-False Examinations

1. These are generally based on patterns of "describing relationships". Both parts are usually true, but the statement is made false be over- or understating the modifiers.
   For example: "Some dogs are tan" shows the relationship between "dogs" and the color "tan". The modifier "some" could be supplanted by "most" or "all" and the meaning is considerably changed.

2. Therefore, watch out for the following "modifiers."
   a. all - most - some
   b. always - usually - sometimes - never
   c. more - equal - less
   d. great - much - little - no
   e. positively related - not related - negatively related
   f. good - bad
   g. is - is not

3. When the above modifiers are seen, you can test the validity of the statement by substituting the other words in the series. If none makes a better statement, the question is probably true.

4. There is a tendency for extremely positive or negative statements to be false, and well qualified statements to be true. This is not always so, so double check.

5. If a statement contains two clauses, one of which is false, the entire statement should be marked false.

6. If a statement contains two negatives, this turns it into a positive (just as in mathematics). For example: "He is not unmanageable" means "He is manageable". "No one thought that the cure could not be found" means that everyone believed it could be found.

7. As in essay exams, do the easy questions first. Return later to the harder ones.

Multiple Choice Examinations

1. All-inclusive terms such as "no," "never," "every," "all," etc. generally indicate that the option is incorrect.

2. Read the stem slowly and carefully. Skipping the word "not" can mean the difference between a right and a wrong answer.

3. On the basis of questions you know, see if the correct answers tend to be consistently longer or shorter than the distractors.

4. When possible, throw out the responses you know are wrong. This reduces the number of responses you must keep in mind while selecting the best one.

5. Don't change an answer unless you were in some doubt when you marked it. If you were relatively certain it was correct before, chances are that you were right. However, feel free to change those you were doubtful about.

6. Put a light mark in the margin beside any question where you aren't sure of the answer. This allows you to skim back quickly and find the ones you need to re-think.

No amount of test-taking expertise is of much value without one indispensible ingredient - STUDY. And in order to pass an exam you must begin it with a fairly high level of knowledge about the subject matter on which you are to be tested.

WRITING EXAMINATIONS

Question: Explain the major advantages held by the North on the eve of the American Civil War.

Answer #1

Good resources like money, etc. Manufacturing and commerce were centered in Northern cities instead of south. This gave north quite an advantage. (It seems to me that this question is unfair since the material was never covered in class).

Answer #2

The North possessed the following advantages:

1. It had a larger population on which to draw (22,000,000 as against 9,000,000).

2. It held a commercial and financial advantage (foreign commerce and banking capital).

3. It had almost a complete monopoly on production of war materials (iron, steel, etc.).

Answer #3

To the student of American history nothing is more interesting than our own Civil War, or - as the Southerners like to call it - the War between the States. This was a war that had been brewing for a long while, all the way back to the Missouri Compromise, or, if one wanted to be really precise, all the way back to 1619 when the first slave was imported into Virginia. This is a long time. In spite of the attempts of many honest people to resolve the differences, war came, and with it great change. The Four Horsemen (death, famine, etc.) really rode rough-shod. On the eve of this war both sides held certain advantages, but we are particularly interested in the advantages of the North. The North was a more populous area. The result was that many people lived in the North, and thus the North had a greater population upon which to draw. Besides this, it had almost all the steel and iron mills in the country in cities like Pittsburgh, etc. This meant that the North could have the "mostest" even if it didn't get there "fustest".

(Indeed, the South during the early years got there "fustest". The advantages of the South were not to be despised).

(229 words)

Answer #4

On the eve of the Civil War the North held at least three major advantages. In the first place, it had a larger population to draw on for army service. In 1860 there were roughly 22,000,000 in the North whereas there were only 9,000,000 in the South. The difference was even greater than these figures would indicate because more than one third of the South's nine million were slaves and were thus not especially fitted for army service. In the second place, the North held certain important commercial and financial advantages. For example, it controlled most of the foreign commerce, since trade had centered in ports north of the Potomac River. Even foreign goods destined for the South had poured through Northern warehouses. Finally, the North had an almost complete monopoly on the production of war materials. Not only were almost all the iron, steel, textiles and munition factories in Northern possession, but almost all of the technicians and skilled laborers were also there. (164 words)

WRITING THE ESSAY-TYPE EXAMINATION

The well organized, neat appearing individual will usually get the nod over another, equally capable person who is disorganized and careless in appearance. Although other factors are involved, the analogy to examination writing is not too strained. And it will probably not be seriously contested that examination writing is a skill. The skill can be improved by instruction. The student would be advised to follow certain steps in writing an essay exam.

1. Set up a time schedule. If six questions are to be answered in sixty minutes, allow yourself only seven minutes for each. When the time is up for one question, stop writing and begin the next one. There will be 15 to 18 minutes remaining when the last question is completed. The incomplete answers can be completed during that time. Six incomplete answers, by the way, will usually receive more credit than three complete ones.

2. Read through the questions once. Answers will come to mind immediately for some questions. Write down key words, listings, etc., new when they're fresh in mind. Otherwise these ideas may be blocked (or be unavailable) when the time comes to write the later questions. This will reduce "clutching" or panic (anxiety, actually fear which disrupts thoughts).

3. Before attempting to answer a question, put it in your own words. Now compare your version with the original. Do they mean the same thing? If they don't, you've misread the question. You'll be surprised how often they don't agree.

4. Outline the answer before writing. Whether the teacher realized it or not, he is greatly influenced by the compactness, completeness and clarity of an organized answer. To begin writing in the hope that the right answer will somehow turn up is time-consuming and usually futile. To know a little and to present that little well is, by and large, superior to knowing much and presenting it poorly--when judged by the grade received.

5. Take time to write an introduction and summary. The introduction will consist of the main point to be made; the summary is simply a paraphrasing of the introduction. A neat bundle with a beginning and ending is very satisfying to the reader.

6. Take time at the end to reread the paper. When writing in haste we tend to:

   a. Misspell words.
   b. Omit words and parts of words.
   c. Omit parts of questions.
   d. Miswrite dates and figures (1853 written as 1953; $.50 as $50, etc.)

7. Qualify answers when in doubt. It is better to say "toward the end of the 19th century" than to say "in 1894" when you can't remember whether it's 1884, or 1894. In many cases, the approximate time is all that is wanted; unfortunately 1894, though approximate, may be incorrect, and will usually be marked accordingly. When possible, avoid very definite statements. A qualified statement connotes a philosophic attitude, the mark of an educated man.

IMPORTANT WORDS IN ESSAY QUESTIONS

COMPARE: Look for qualities or characteristics that resemble each other. Emphasize similarities among them, but in some cases also mention differences.

CONTRAST: Stress the similarities, differences, or unlikenesses of things, qualities, events, or problems.

DEFINE: Give concise, clear and authoritative meanings. Don't give details, but make sure to give the limits of the definition. Show how the thing you are defining differs from things in other classes.

DESCRIBE: Recount, characterize, sketch, or relate in sequence or story form.

DISCUSS: Examine, analyze carefully, and give reasons pro and con. Be complete and give details.

ILLUSTRATE: Use a figure, picture, diagram, or concrete example to explain or clarify a problem.

* READING & STUDYING *

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USING YOUR TEXTBOOK

When you purchase a new book, there are several things you should do automatically:

I. Look in the front:
   A. Read and think about the table of contents.
      1. This will show you the overall organization of the course and help identify what's important.
      2. It will get you interested in the material.
   B. Glance over any preface or forward to see what the book is trying to do.
   C. Consider the title. This is often a significant statement about the book's "Slant." Do you know the author? (Is he your instructor?)

II. Look in the back:
   A. Glance at the index. This is a listing of subjects and the pages upon which they can be found.
      1. You can tell from the percentage of known and unknown words how difficult the text will be for you. (You should know or recognize about half right from the beginning.)
      2. You can see with great precision what the course is concerned with.
      3. You can look up specific items of interest.
      4. As a review for tests, you can easily look up unknown items since the page number is given.
   B. Is there a glossary listing unknown words and their definitions?
      1. The main concern of many courses is to teach the vocabulary of the subject. This is a vital section, not something to be ignored.
      2. Make a page tab out of scotch tape, and undertake to study and learn these words during odd moments between class--time which might otherwise be wasted.
   C. Determine what other possibly useful materials are in the back--before you need them. You don't have to read them now; just know that they exist.

III. Determine how a typical chapter is constructed. (All of the other chapters will be put together the same way. If one chapter has a summary, they all will; if one chapter has questions, they all will.)
   Use this knowledge when you have a reading assignment. Structure your approach accordingly.

IV. Don't be afraid to write in your book--vocabulary words, condensations of ideas, personal reactions, etc. Interact with the book the way you'd interact with a person. And, of course, you won't worry about resale value because usually you're not going to sell it. Your old texts provide a valuable reference source during and after your academic career.

HOW TO MARK A BOOK

There are all kinds of ways to mark a book intelligently. Here are a few of the more common techniques:

1. Underlining: of major points, or important or forceful statements.
2. Vertical lines at the margin: to emphasize a statement already underlined.

** 3. Star, asterick, or other doo-dad at the margin: to be used sparingly to emphasize the ten or twenty most important statements in the book.

4. A fold (dogear) on the bottom corner of a page which has especially useful information.

See p. 321 5. Notes at the margin: to indicate the sequence of points an author makes in developing his argument.

6. Numbers of other pages in the margins: to indicate where else relevant points have been made; to tie ideas together.
7. Circling of key words or phrases.
8. Writing in the margin, or at the top or bottom of the page for the sake of: recording questions and--perhaps--answers which a passage may have raised in your mind; reducing a complicated discussion to a single statement; recording a sequence of major points, etc.
9. Use yellow watercolor marker sparingly to emphasize important key words, phrases. Not the entire text.

READING A CHAPTER: THE SURVEY Q3R METHOD

Several "methods" of study have been devised to be used with school textbooks. Whether they are labeled "Survey Q3R," "PQRST," "Triple S," or some other name, they all are designed to accomplish the same objectives, and are basically similar in nature. They are devised to help the student:

(a) select the important ideas and facts
(b) understand what they mean
(c) retain them, and
(d) make them easy to review.

The "Survey Q3R Method," devised by Dr. Francis P. Robinson, and which is described in detail in his book Effective Study (Harper and Brothers, 1941, 1946) is one of the first and best of these methods. This system has five steps:

(1) Survey: Quickly examine the major headings in a chapter. These will provide a "blueprint" of the chapter. Read the summary, or the questions if these are provided. (Total time: 2 to 5 minutes.)

(2) Question: Turn each subtitle into a question. You will then have some idea of what to look for in the section. It is often desirable to write the question. (Time is negligible).

(3) Read: Read to answer the question. You can actively search for the important idea, rather than expecting it to be absorbed by "osmosis" as you pass it by. (About 20% of your study time).

(4) Recite: Recite the answer to your question in your own words. You may wish to write these answers down. (About 70 - 80% of your time will be spent reciting and reviewing. This is where you learn).

REPEAT THESE FOUR STEPS WITH EACH HEADED SECTION IN THE CHAPTER

(5) Review: Review the chapter headings to recall the important points. If you have written down the questions and answers in a systematic way (note or "flash cards") you will have a condensed set of the important ideas in the chapter.

MNEMONIC DEVICE

A mnemonic device is an artificial memory aid. It is not intended to take the place of understanding. However, for long or complicated memory tasks, it is often worth a student's while to organize his materials and construct one of these artificial "crutches."

Characteristics of a good mnemonic:
- --It should be simple
- --It should be vivid
- --It should make as much sense as possible

Here are some examples you may recognize:

--"30 days hath September, April, June, and November. All the rest 31, excepting February, which has 28, and Leap Year gives it 29."

--"I before E, except after C,
Or when sounded as A, as in neighbor or weigh."

--Stalagmite is spelled with a "g" and comes up from the ground.
Stalactite has a "c" and comes down from the ceiling.

--Franklin Pierce was the Fourteenth President of the U.S.

--Abraham Lincoln's first Vice-President was Hamlin.

--"Speel "separate" with an "a"
Till your hair turns gray."

--The letter "M" comes in the middle of the dictionary, so everything coming before "M" is in the front half and everything after "M" is in the last half.

--In fourteen-hundred and ninety-two,
Columbus sailed the ocean blue.
(Don't make the mistake, as one unfortunate did, of remembering this as "In fourteen-hundred and ninety three / Columbus sailed the deep blue sea.")

You can often arrange lists of words so that their first letters spell a word, as in this shopping list: Tea, Apples, Bread, Light bulbs = TABL or "Things for the table." (Notice that the word is not spelled correctly. However, this is not a handicap. Often a misspelling will aid memory, since it may be unique, funny, etc.)

You can also construct sentences using this same idea. Medical students often use the following mnemonic to help them memorize the cranial nerves. The first letter of each word stands for the first letter of each of the 12 nerves: "On Old Olympus' Towering Top, A French-Speaking German Viewed Some Hops." The nerves, in case you're wondering, are: Olfactory, Optic, Oculomotor, Trochlear, Trigeminal, Abducent, Facial, Statoacoustic, Glossopharyngeal, Vagus, Spinal accessory, Hypoglossal.

Numbers can be remembered by looking for patterns. Simply grouping numbers in clumps of three makes things easier.

--384962801 is better read "384-962-801"
--71600 might be read "7 Minus 1 equal 6. oh oh!"
--524 could be read "Counting backward, I go from five to four."

Obviously, each number is unique; however, the principle is the same. It is up to the student to devise and practice his own.

BASIC PRINCIPLES ABOUT R E V I E W

I. ORIGINAL LEARNING must take place. You have to learn the material before you can review it.

II. EARLY REVIEW is most efficient, most productive.

A. Before you attempt to learn new material in class or through reading:
- -Glance over previous chapters or notes.
- -Run through your mind what you know already.

Since memorization of new material is most effective when it is associated with material already known, this process brings all available mental "hooks" to the surface.

B. Immediately after learning:
- -Rework your notes, adding material that comes to mind. (Don't re-copy; this is wasteful.)
- -Order and organize what was learned. (Star, use arrows, additional comments, etc.)
- -Integrate new material with what you already know.

Forgetting is most rapid right after learning. Review helps combat this.

Relearning is easier if it is done quickly. Don't wait until it's all gone.

III. Space initial early reviews to support original learning. Several brief periods spread over 5 or 10 days is usually enough to ensure good recall for intermediate review.

IV. Intermediate review is important when work is spread out over several months or longer. For example, when a final is 4 months away, follow this schedule:
- -Original learning
- -Immediate review of limited material, same day (5-10 minutes)
- -Intermediate review of material covered so far, after 2 months
- -Final review, before exam

Intermediate and final reviews should stress understanding and organization of material.

V. Final review is a REVIEW, not "cramming" of unlearned material. No new learning is taking place except to draw together the final main currents of thought.
- -Be brief. Review entire semester's work in 2-4 hours. (Set a limit and stick to it.)
- -Outline and organize from memory. Don't bother copying.
- -Recite (in writing or out loud to friend or self.)

VI. USE SPACED REVIEW rather than MASSED PRACTICE. 60 minutes used in 3 groups of 20 minutes each is more effective than 60 minutes used all at the same time.
- -Break up learning period for any one subject
- -Avoid fatigue
- -Review and strengthen previous learning
- -Increased motivation, better concentration.